

Core Question 3: Is the organization effective and well run?

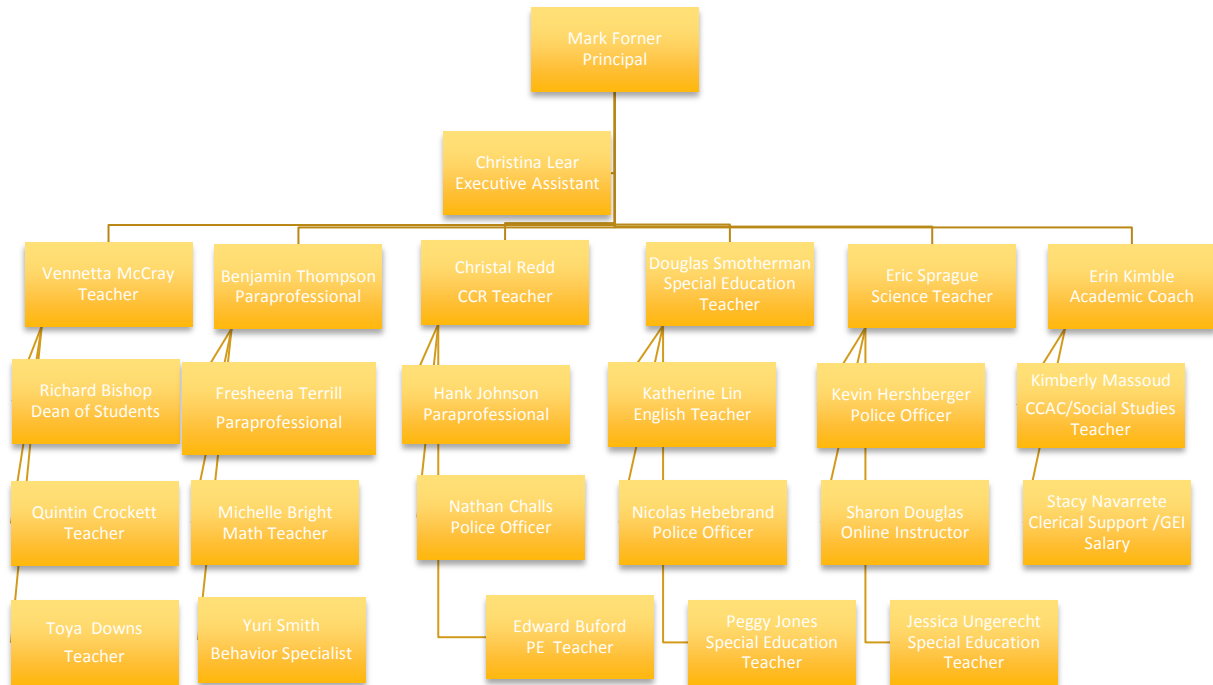
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						ES
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Indy Metropolitan High School (Indy Met) hired a new Principal for the 2015-16 school year. The school leader had experience in urban education as both a teacher and a founding principal of an Indianapolis high school. While the leadership team remained stable throughout the course of the year, the school has had three principals over the course of the current charter term.

The Principal provided a thorough report to the board of directors at every meeting that included multiple measures of student and school performance, current events, and staff and student highlights. Information was consistently accurate, relevant, and timely. Additionally, he allowed the board to hear directly from students, teachers, and parents.

Organizational Chart



Through the supports of GEI, Indy Met has had consistent processes for collecting and analyzing student data to make informed school decisions. The principal used data to implement the strategic plan he put in place upon accepting the role and to make changes throughout the year. For instance, the leadership team implemented remedial math support for Algebra 1 and small group pull-outs led by tutors and community members. While student outcomes continue to be a priority area for the school, the leadership team continuously worked through data analysis, reflection, and action to drive decisions.

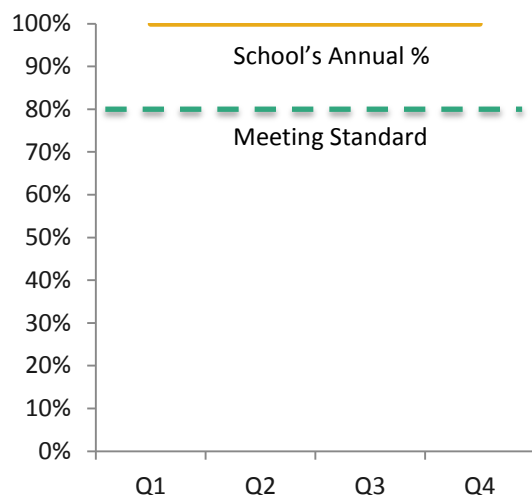
In April of 2016, the COO of GEI stepped down from his position, resulting in some internal transitions and turnover for the schools that GEI works with, including Indy Met. While this caused some temporary instability in leadership, GEI quickly identified someone with a significant amount of network experience to take on many of those responsibilities and to continue setting the vision and oversight for the network. Despite this transition, the school's direct leadership was consistently effective in its organizational and academic oversight and receives a **Meets Standard** for school leadership.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	AS	MS	ES		
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2015-2016 school year, a Regional Director from GEI was responsible for submitting all documents to the Mayor's Office (OEI). Throughout the year, the school submitted 100% of required academics and governance compliance documents on time, an improvement from the 2014-2015 school year.

In addition to compliance documentation, Indy Met maintained compliance with all material sections of its charter and submitted amendments as necessary. The Principal, Assistant Principal, and Regional Director were consistently actively engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. Thus, Indy Met receives a rating of **Exceeds Standard** for Core Question 3.2.

On-Time Compliance Reporting Percentage (3.2a)



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard			The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard			The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard			The school complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard			The school consistently and effectively complies with and presents no concerns in the sub-indicators below.			
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	ES	MS	MS	MS	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						DNMS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The Goodwill Education Initiatives board, which governs Indy Met, the Excel Centers, and the newly-approved Westside Middle School, is experienced and is comprised of members who bring a wide range of skillsets including finance, government, education, business, public health, legal, and real estate. In an effort to ensure

alignment, two representatives from Goodwill Initiatives of Central Indiana (GICI) reside on the board as non-voting, ex-officio members.

The board maintained compliance with the vast majority of its bylaws, policies, and procedures during the 2015-16 school year. Currently, the board's bylaws indicate that it must have 9 directors. In June 2015, the board voted for a variance in the membership bylaws to allow for 8 members with the caveat that the board would be back to 9 members by the annual meeting on December 7, 2015. While the board actively recruited during the 2015-16 school year, two positions are still left to be filled. On the official board roster shared as of July 2016, the board had only 7 active directors. Although the bylaws indicate that the board may take a vote to decrease the size of the board, bylaws submitted for the 2016-17 school year indicate that no such change had been made and now additional variance was voted on to address the 7 member roster.

Skill Sets Represented on Board

Education



Business/
Marketing



Finance



Real Estate



Community



Board Overview

Goodwill Education Initiatives, Inc. holds the charter for Indianapolis Metropolitan High School.

9

Members

majority

Required for Quorum

The Excel board meets bi-monthly.

Goodwill Education Initiatives, Inc. operates 11 Excel Centers across Indiana as well as Indianapolis Metropolitan High School.

The principal of Indy Met and the Chief Operating Officer (COO) of GEI handled the majority of communication between the board and the Mayor's Office and were both proactive in communicating updates and concerns with both parties. Meetings were held as scheduled, met quorum with the majority of directors in attendance at each meeting, and abided by Indiana Open Door Law. No conflicts of interest were noted during the 2015-2016 school year.

Thus, for the 2015-2016 school year, the board receives an **Approaching Standard** for this indicator.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	n/a	n/a	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

The Goodwill Education Initiatives board held semi-monthly meetings in which many stakeholders, including representatives from GEI, the Indy Met principal, and other relevant staff provided thorough reports on school performance. Between meetings, the Principal communicated with the COO for GEI when necessary to provide leadership and support in school initiatives and events.

At each board meeting, they provided data to demonstrate the school's progress towards achieving the goals and received feedback from the board. While the board was actively engaged in discussing how to best support the school throughout the year, it did not employ a formal method of setting goals for itself or assessing its own performance. This made it difficult to objectively gauge the board's own effectiveness at the end of the year.

In all observed meetings and interactions, the board and the school leadership team appeared to have a positive and productive working relationship. The Principal and COO were self-reflective and proactive, which allowed for relevant and transparent meetings that demonstrate a constant commitment to school

improvement. For all of the reasons described above, Indy Met receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	MS	MS	MS		
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, Indy Met's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Indy Met's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard		The school does not meet standard on either school-specific non-academic goal.				
	Approaching standard		School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific non-academic goals.				
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	N/A	N/A	N/A	MS	AS		
School-Specific Goals	Sub-indicators						Rating
	The school will average 70% or more of students will demonstrate a cumulative Career Readiness Grade (CRG) grade of 3.0 or higher.						n/a
	Each trimester, each teacher will contact parent(s)/guardian(s) ten (10) times per week each trimester.						AS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2015-16, Indy Met set its first goal around student performance on the school's Career Readiness Grade. The CRG is a measurement of several success factors including behavior, attendance, class participation, and attitude, among others. The school was unable to calculate this goal as the program used to measure did not function properly during the 15-16 school year. Thus, the school was not evaluated on its first goal.

Indy Met set its second goal around parent and guardian communication. The school reports that, on average, teachers contacted an average of 5.84 parents and guardians each week during the school year, and therefore the school received an Approaching Standard on its second goal.

Overall, due to the rating on the individual goal above, Indy Met receives an Approaching Standard on this section of the OEI performance framework.